

05 DEPARTMENT OF EDUCATION

071 COMMISSIONER OF EDUCATION

Chapter 134: REGULATIONS FOR AWARDING A HIGH SCHOOL DIPLOMA

SUMMARY: This rule establishes the local flexibility and innovation in developing consistent graduation standards, identifies opportunities for learning through multiple pathways of career and technical education programs, and addresses the appropriate placement of students in career and technical education programs.

SECTION 1. GENERAL OBJECTIVES

1. This rule allows for local flexibility and innovation in developing consistent graduation standards. The rule enables school administrative units (SAU) to continue current progress aligned with the phase-in of the standards and proficiency requirements in 20-A MRS §4722-A, subsection 1, paragraph B-1 and subsection 3, paragraph B-2 and describes standard criteria for ensuring equal educational opportunities for students (See Section 3).
2. This rule identifies the manner in which the opportunities for learning in multiple pathways of career and technical education programs may be used to satisfy certain components of the system of learning results established under 20-A MRS §6209. These content area standards may be met anytime during the student's enrollment in the SAU and may be met simultaneously when the student's evidence in the CTE standards provide the opportunity (See Section 4).
3. This rule establishes criteria for the appropriate placement of students in career and technical education programs while ensuring that all students be exposed to all the content areas of the system of learning results established under section 6209 through the 10th year of their studies (See Section 4 Enrollment in State-Approved CTE Programs).

SECTION 2. DEFINITIONS

1. **Affiliated unit.** "Affiliated unit" means a school administrative unit that is affiliated with another school administrative unit that operates a CTE center. An affiliated school administrative unit may have its secondary students served by a center operated by a school administrative unit with which it is affiliated. An affiliated school administrative unit may also

operate career and technical education satellite programs pursuant to 20-A MRS§8301-A (1).

2. **Articulation agreement.** “Articulation agreement” means an agreement between a CTE center or region and a postsecondary institution that: Sets forth a non-duplicative learning pathway for a specific program by which students have an opportunity to acquire technical skill proficiency, a credential, a certificate or a degree; includes a credit transfer agreement between the 2 institutions.
3. **Career and technical education.** “Career and technical education” (CTE) means a course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner pursuant to 20-A MRS Chapter 313. A school administrative unit (SAU) shall make career and technical education available to persons residing in the SAU who are eligible to receive free public secondary education.
4. **Center.** “Center” means an administrative entity established pursuant to 20-A MRS Chapter 313 that provides career and technical education to secondary students. Unless otherwise specifically provided for by Chapter 313, a center is governed, operated and administered by a single school administrative unit. A center shall make its programs available to serve secondary students from school administrative units with which it is affiliated. A center may include within its administrative structure career and technical education satellite programs operated by school administrative units with which it is affiliated pursuant to 20-A MRS §8301-A (3).
5. **Certificate of Completion.** “Certificate of Completion” means an official document issued by an SAU testifying that the student has made progress toward meeting the proficiency requirements for the diploma but has not met the certification requirements in some or all of the diploma-required content areas and guiding principles of the system of learning results pursuant to 20-A MRS§4722-A.
6. **CTE Standards.** “CTE standards” for the purposes of report cards and transcripts mean the third-party verified national industry standards or state industry standards applicable to the program pursuant to 20-A MRS §8306-B (3).
7. **Diploma.** “Diploma” means an official document issued by an SAU confirming that the student has attained certification of proficiency in each diploma-required content area and each guiding principle of the system of learning results pursuant to 20-A MRS§4722-A.

8. **Fidelity.** “Fidelity” for the purposes of determining proficiency means the student’s evidence of learning represents the depth of thinking and complexity (conceptual understandings and skill development) required by the high school standards in the content areas and guiding principles of the system of learning results.
9. **Performance Indicator.** “Performance indicator” means a statement describing what a student should know and be able to do within the purposeful sequencing of learning expectations for a reporting standard. For the purposes of certifying proficiency for the diploma, evidence from a collection of related performance indicators within a reporting standard provide proof regarding whether the student has met the level of rigor (depth of thinking) and complexity (conceptual understandings and skill development) required by the high school reporting standard.
10. **Proficiency.** “Proficiency” for the purposes of certifying proficiency means the student’s evidence of learning represents the rigor (depth of thinking) and complexity (conceptual understandings and skill development) required by the high school content standards and guiding principles of the system of learning results pursuant to 20-A MRS §4722-A (1) (B-1) and (C) and when applicable, the program requirements of a CTE program of study pursuant to 20-A MRS §4722-A (3) (B-2) (See Section 4).
11. **Region.** “Region” means a quasi-municipal corporation established by the Legislature to provide career and technical education to secondary students that is comprised of all the school administrative units within the geographical boundaries set forth for each career and technical education region pursuant to 20-A MRS §8451. A region is governed by a cooperative board formed and operating in accordance with 20-A MRS Chapter 313.
12. **Reporting standards.** “Reporting standards” for purposes of report cards and transcripts, mean the schema for organizing and reporting the comprehensive fidelity in each content area. The reporting standards are categories representing core knowledge and skills in each content area of the system of learning results pursuant to 20-A MRS §6209. To be proficient in a content area, a student needs evidence of proficiency in each reporting standard. (See Appendix A for an example of a content area and its reporting standards).
13. **Residence.** “Residence” means, with reference to a person's eligibility to receive career and technical education, the school administrative unit in which is located the legal residence of the person's parent if the person has not reached 18 years of age, the legal residence of the person after the person reaches 18 years of age or the legal residence of the person after

the person becomes an emancipated minor. A federal installation is considered part of the school administrative unit in which it is located.

14. **Satellite program.** “Satellite program” means a program providing career and technical education to secondary students that is operated by a school administrative unit affiliated with a center pursuant to 20-A MRS §8403-A.
15. **Transcript.** A “transcript” is an official copy of a student’s permanent academic record at an educational institution. Certification of content area proficiency and guiding principle proficiency pursuant to 20-A MRS §4722-A must be included in the student’s permanent academic transcript. Certification may also be demonstrated through a state-approved CTE program pursuant to 20-A MRS §4722-A (3) (B-2) and when applicable must be included in the student’s permanent academic transcript.

SECTION 3. LOCAL FLEXIBILITY AND INNOVATION IN DEVELOPING CONSISTENT GRADUATION REQUIREMENTS

1. Awarding the Diploma

In order to award a diploma, the SAU shall certify that a student has demonstrated proficiency in meeting each guiding principle and state standards in all content areas of the system of learning results pursuant to 20-A MRS §4722-A. To be certified in a content area, the student must be proficient in all reporting standards at the high school level of a content area (See Appendix A). When a student completes a state-approved CTE program, evidence of satisfactory completion must be included as evidence.

- A. Criteria for proficiency in a content reporting standard
 - (1) The number of performance indicators providing evidence;
 - (2) Which performance indicators(if applicable);
 - (3) The criteria for meeting the standard; and
 - (4) The number of demonstrations by the student.
- B. The threshold of proficiency for the guiding principles is based on documented growth in each guiding principle.

C. Teachers, certified in the content area, shall verify proficiency in a content area based on the aggregate evidence from performance indicators in each reporting standard of the content area.

D. Verification of Proficiency

(1) Body of Evidence: Common success criteria is developed and applied to evaluate consistently the purposeful collecting of student evidence across the reporting standards of the content areas and guiding principles of the system of learning results and, when applicable, will include evidence of program completion of state-approved CTE programs, CTE certifications, and/or dual enrollment credits. The review and evaluation of the collection of evidence may vary in both format and intensity from SAU to SAU but shall include time and support for students to collect, select, and reflect on their evidence against the success criteria and their growth in competency.

(2) Mathematical Verification: A formulaic approach for a distribution of scores representing student learning that is built on measures of central tendency (mean, mode, or median). In a proficiency-based system, ensuring that the calculated results accurately represent the student's learning and achievement is paramount.

Maine Department of Education will monitor and provide support as needed.

2. **Certification of Proficiency**

A. Certification of Proficiency for the Diploma

Certification of proficiency for the diploma shall be based on teacher-verified evidence at the level of rigor (depth of thinking) and complexity (conceptual understandings and skill development) required by the high school standards for each content area and each guiding principle of the system of learning results pursuant to 20-A MRS §4722-A. Teacher-verified evidence may also come from a state-approved CTE program (See Section 4).

B. Certification of Content Area Proficiency

Certification of content area proficiency shall be based on teacher-verified evidence collected over time from across all the reporting standards in each content area pursuant to 20-A MRS §4722-A. Evidence of proficiency within each reporting standard must be based on the level of rigor (depth of thinking) and complexity (conceptual understandings and skill development) required by the high school standards.

C. Certification of Each Guiding Principle

Certification in each guiding principle, set forth in Department of Education rule Chapter 132 governing the implementation of the system of learning results established pursuant to section 6209, shall be based on teacher and student-verified evidence, collected over time and often in tandem with demonstrating proficiency in the content areas and in the completion of a state-approved CTE program. Evidence of proficiency is based on documented growth in student understanding and demonstration of the knowledge, skills and dispositions embedded in each guiding principle.

D. SAU Certification of Educational Experiences in English Language Arts, Mathematics, and Science and Technology

SAUs must ensure that a student who has demonstrated proficiency in English language arts, mathematics, and science continues to keep the high school level conceptual understandings and skill development active and sharp through educational experiences. There is no required format in which the educational experiences occur. The experiences can be additional coursework in the content area or student applications of conceptual understandings and skills through participation in a CTE program, apprenticeship, internship, service learning project, community service project, independent study, or other similar experiences.

3. **Ensuring Equity and Access to Learning Opportunities and Demonstration of Proficiency**

A. The SAU Comprehensive Education Plan must include evidence of equity including, but not limited to, the following:

- (1) All students are required to demonstrate proficiency in the reporting standards at the high school level of rigor (depth of thinking) and complexity (conceptual understandings and skill development) as evidence for the diploma.
- (2) All students are required to demonstrate proficiency that represents the comprehensiveness of each content area (evidence for each reporting standard of a content area) and each guiding principle pursuant to 20-A MRS §4722-A.
- (3) Each SAU shall ensure its personnel are familiar with the parameters for IEP development described in this chapter's "Students with Individual Education Plans" when the SAU's personnel support student progress and achievement of proficiency for the diploma.

- (4) Each SAU shall create a plan for access to multiple pathways for students pursuant to 20-A MRS §4703 (See Appendix B for an example of a pathway).
- (5) Each SAU shall ensure that there are systems of student support that are timely, specific to a content area and its reporting standards, and based upon ongoing formative assessments that continuously monitor student progress in each content area of the system of learning results.
- (6) Each SAU shall ensure that there are systems of student support that are timely, specific to a guiding principle, and based on purposeful descriptions of increasing complexity of a student's skills and behaviors along a progression of development toward expertise within each guiding principle.
- (7) Each SAU shall ensure that all students have access to CTE.
- (8) To the extent that a local school unit has an end-of-year graduation ceremony for students receiving the diploma, in cases where a student does not have enough evidence for the diploma but has made progress and achievement toward proficiency, the student shall be allowed to participate in the ceremony and activities and receive the appropriate documentation of achievement (e.g., Certificate of Completion). Certificate holders may return and continue working toward the diploma requirements until they are no longer within the age requirements of the statute.

Maine Department of Education will monitor and provide support as needed.

B. Multiple Pathways

Pursuant to 20-A MRS §4722-A (2), students must be allowed to gain proficiency through multiple pathways. Multiple pathways are intentionally designed to best meet the educational needs of students and ensure equitable access to the learning opportunities and demonstration of proficiency in the standards of the system of learning results. The scope of the multiple pathways offered may take a variety of forms such as a particular course or sequence of courses, a specific instructional framework, an intricate collaboration with school and community partners, an educational program or a hybrid created from several educational programs, etc. Often the examples provided in 20-A MRS §4703 as well as other work-based learning opportunities or educational frameworks for learning, serve as a springboard for the creation of multiple pathways within a school(See Appendix B for an example of a pathway).

SAUs have the latitude to use innovation as they design educational experiences tailored to provide students access to learning opportunities and demonstration of proficiency in the content area reporting standards and guiding principles of the system of learning results (See Appendix C).

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C. Students with Individual Education Plans (IEPs)

- (1) IEP teams are to plan programs reasonably calculated to enable a student with a disability to demonstrate proficiency for the diploma by meeting high school reporting standards at the same level of rigor (depth of thinking) and complexity (conceptual understanding and skill development) as expected of all students.
- (2) IEP teams may specify the body of evidence that will demonstrate proficiency. IEP teams may specify how many and which performance indicators are required and the number of demonstrations. The IEP team may not establish criteria for meeting the standard which is reserved to the SAU (See Section 3). The IEP team may not change the standards which is reserved to the Maine DOE pursuant to 20-A MRS §6209.
- (3) IEP teams may identify accommodations that allow a continuation of practices that support the learning and demonstration of proficiency by a student with a disability.
- (4) In the case of a student with a disability whose performance is not at a high school level, the IEP goals are to be developed based on present levels of performance in order to support growth in learning towards proficiency at the high school level. The design of the IEP plan recognizes the growth in complexity and conceptual understandings within the progression of learning from elementary standards to middle school standards to high school standards and recognizes that students will need the opportunity to learn and demonstrate proficiency in the earlier grade spans before they are ready to learn and demonstrate proficiency in the high school standards.

D. Students Moving Among SAUs

When students move from one SAU to another, the SAUs shall work together and evaluate the evidence of proficiency on the student's transcript to determine the extent to which the evidence on the transcript meets the diploma requirements of the receiving district.

E. Comparable Diploma Expectations: SAU Peer-to-Peer Review

To support comparable diploma expectations for students across Maine, SAUs must participate in the SAU Peer-to-Peer Review.

The Maine Department of Education will convene all SAUs on the same timeline for awarding the diploma a minimum of one (1) year before any SAU is scheduled to award the diploma. Each SAU team will present their evidence of alignment with Section 3 of this chapter to representatives from other SAU teams following a protocol and process developed by the Department. The process will inform current decision-making or future refinements by the SAU.

F. Comprehensive Early College Programs and Evidence of Proficiency

Early College programs may provide an opportunity for secondary students to simultaneously demonstrate proficiency in performance indicators within reporting standards of a content area pursuant to 20-A MRS §6209 and evidence of proficiency in the guiding principles of the system of learning results pursuant to Maine Department of Education Rule Chapter 132 while earning postsecondary credits pursuant to 20-A MRS §15689-A.

G. Satisfactorily Completed Freshman Year in an Accredited Degree-granting Institution of Higher Education (IHE)

A foundational principle of the diploma is that if students are proficient in Maine's high school standards of the system of learning results, then they are ready for the challenges in post-secondary experiences. Therefore, if a student exits high school without earning the diploma and is enrolled in a degree-granting institution of higher education, the student is then eligible to receive the diploma from the secondary school the student last attended if the student satisfactorily completes his or her freshman year in a degree-granting institution of higher education.

(1) Satisfactorily completes means the student has met the following criteria:

- (a) The student's official transcript from the IHE indicates the student has earned a minimum of 24 degree credits during his or her freshman academic year; and**
- (b) The student has earned a minimum qualitative value of C, and/or a minimum numerical value of 2.0 quality points earned for each degree credit bearing course during his or her freshman academic year as defined by the degree granting institution of higher education.**

4. Transitioning to the Diploma

- A. SAUs shall phase-in diploma requirements based on proficiency from the 2020-2021 school year to the 2024-2025 school year pursuant to 20-A MRS §4722-A. SAUs may choose to phase-in diploma requirements based on proficiency before the 2020-2021 school year.
- B. The SAU's comprehensive education plan must include a plan for transitioning to proficiency-based graduation pursuant to 20-A MRS §4502 (1). The proficiency-based education plan must include the processes and procedures for defining proficiency pursuant to this chapter.
- C. Beginning with the period of transition to the diploma based on proficiency, the Department will require high schools to analyze student performance data on state assessments and to the extent possible analyze data from their graduates' performance or experiences during their freshman year enrolled at institutions of higher education. This analysis shall inform refinements to the SAU's implementation of proficiency-based learning from public preschool through diploma.

Maine Department of Education will monitor and provide support as needed.

5. Reporting Proficiency

A. Student Transcript and School Profile

- (1) The student transcript must communicate the following:
 - (a) Certification of proficiency in the reporting standards of each content area and the certification of proficiency in the each of the content areas of the system of learning results (See Section 3);
 - (b) Certification of proficiency in each guiding principle (See Section3);
 - (c) Certification of engagement in educational experiences in English language arts, mathematics, and science and technology each year of the student's secondary schooling. It is assumed that these educational experiences for each content area would occur after a student has demonstrated proficiency in the content area. (See Section 3); and
 - (d) Satisfactory completion of a state-approved CTE program when applicable.

- (2) The school profile must provide a context for the proficiency-based system the student has experienced and support the understanding of the student transcript.

B. Reporting to Families

Within their comprehensive education plan, the SAU and its school board shall develop and implement a plan for transitioning to the diploma pursuant to 20-A MRS §4502 (1). As the SAU implements its comprehensive education plan, the SAU shall make decisions regarding the curriculum; assessment and evaluation of student performance; the records, record keeping and reporting requirements including how the SAU will monitor and report to the family a student's progress towards proficiency and how the SAU will certify proficiency pursuant to 20-A MRS §4722-A. The methods for monitoring and reporting proficiency and for certifying proficiency are local determinations.

C. Reporting to the Maine Department of Education

- (1) Beginning in the 2016-2017 school year, the SAU must annually report the following information in the format as required by the commissioner:
- (a) The number of students graduating with the diploma;
 - (b) The number of students concluding their high school careers proficient in each of the content areas of the system of learning results pursuant in 20-A MRS §6209; and
 - (c) The number of students concluding their high school careers proficient in each of the guiding principles pursuant to the Department rule Chapter 132 governing implementation of the system of learning results established pursuant to section 6209.

D. Progress Report: Implementing the Diploma

Implementation progress must be reported annually in the format as required by the commissioner. The information collected will inform the strategic use of Maine Department of Education resources to support the implementation efforts in Maine schools and the Department will chart progress toward the implementation of the diploma.

SECTION 4. MULTIPLE PATHWAYS OF THE CAREER AND TECHNICAL EDUCATION PROGRAMS AND THEIR ROLE IN PROVIDING EVIDENCE FOR THE DIPLOMA

1. Awarding the Diploma Through the CTE Pathway

Pursuant to 20-A MRS §4722-A, to be eligible to receive the diploma indicating graduation from secondary school through the CTE pathway a student must:

- A. Enroll-in and satisfactorily complete a state-approved CTE program of study set-forth in department rule established pursuant to 20-A MRS §8306-B; and
 - (1) Attain one of the following:
 - (a) Meet 3rd-party verified national or state industry standards; or
 - (b) Earn 6 credits in a dual enrollment CTE program formed pursuant to 20-A MRS Chapter 229.
- B. Achieve certification of proficiency in the content areas and guiding principles of the system of learning results pursuant to the requirements established in 20-A MRS §4722-A (3)(B-2).

2. Enrollment in State-Approved CTE Programs for the CTE Pathway

- A. Career and technical education programs are approved pursuant to 20-A MRS §8306-B. Students may enter the CTE pathway at the end of their 10th grade year with the following exceptions:
 - (1) Students may participate in a CTE exploratory program at any time that the acquisitions of their required content area proficiencies allow.
 - (2) Students may participate before the end of the 10th grade year with the approval of the CTE director after meeting guideline criteria established by the local CTE center or region and sending schools.
 - (3) Students may enter before the end of the 10th grade year with the condition that the student will demonstrate proficiency in meeting the state standards of the system of learning results per the phase-in timeline pursuant 20-A MRS §4722-A(1) (B-1) or §4722-A (3)(B-2) by graduation or before.

3. Satisfactorily Complete a State-Approved CTE Program of Study

A student seeking to earn the diploma through one of the programs of study in the CTE pathway must meet all the program requirements of the state-approved CTE program and have evidence of completion including evidence of meeting industry-related standards and/or industry related certificates or fulfill the requirements of 20-A MRS Chapter 229.

4. CTE Sources for Evidence of Content Area and Guiding Principle Proficiency

A. CTE and Content Area Intersections

- (1) State-approved CTE program teachers and content area teachers from sending high schools must identify points of intersection where a student may simultaneously demonstrate proficiency in high school content area reporting standards (See Reporting Standard definition) and proficiency in each guiding principle of the system of learning results while demonstrating proficiency in 3rd-party-verified national and state industry standards pursuant to 20-A MRS §8306(B).**
- (2) Collaborating with its state-approved CTE programs, each sending school must consider the student's proficiency demonstration(s) in the content area(s) and allow these proficiency demonstrations to be used as part of the student's body of evidence of proficiency in the content area(s) and/or guiding principles.**

B. Instruction at the Sending School

A CTE student may demonstrate proficiency in the content areas and guiding principles at the sending school pursuant to 20-A MRS §4722-A.

C. Instruction at the CTE Center or Region in the Content Areas

- (1) When scheduling conflicts or time constraints create an impediment to both a student's opportunity to learn any or all of the standards in a content area of the system of learning results and the opportunity to learn in a state-approved CTE program of study, a teacher certified to teach in the content area of the system of learning results may provide the student with the opportunity to learn and demonstrate proficiency in the content area.**
- (2) The sending school shall accept the evidence of proficiency in the standards of one or more content areas coming from these content area opportunities.**

D. Articulation Agreements with Postsecondary Institutions; Collaborative Agreements; Dual Enrollments

Pursuant to 20-A MRS §8306-B(4), to the greatest extent possible, a CTE education program offered at a center or region must provide a student the opportunity to take advantage of any applicable learning pathways, including learning pathways set forth in an articulation agreement with a postsecondary institution or in a collaborative agreement with a postsecondary institution or in a collaborative agreement and/or dual enrollment with publicly supported secondary and postsecondary educational institutions that form a dual enrollment CTE program pursuant to 20-A MRS §6972.

E. Early College Dual Enrollment CTE Programs

Pursuant to 20-A MRS Chapter 229, the early college dual enrollment CTE program is a non-duplicative learning pathway for a specific CTE program. This learning pathway provides a secondary school student with the opportunity to take postsecondary education courses and gather evidence of proficiency in the content areas and guiding principles for the diploma and earn a postsecondary general associate's degree through dual enrollment within integrated secondary and postsecondary education courses over a 3-year period.

Sample Reporting Standards and Performance Indicators

This sample set of reporting standards and performance indicators is based primarily on the Maine Learning Results: Parameters for Essential Instruction (MLR, 2007) and the Common Core State Standards (CCSS, 2010, see key below for coding references). To ensure alignment with some of the more recent national work in the social studies fields, reference is also made to the College, Career, and Civic Life Framework for Social Studies State Standards (June 2013 draft), National Content Standards in Economics (2010), and Geography for Life (2012). Schools may elect to report student proficiency using these reporting standards or may develop reporting standards comprehensive of and aligned to the content area standards.

Social Studies Reporting Standard 1

APPLICATIONS OF SOCIAL STUDIES PROCESSES, KNOWLEDGE AND SKILLS:

Collaboratively and independently, research, present and defend discipline-based processes and knowledge from civics/government, economics, geography and history in authentic contexts. (MLR, A1; CCSS)

Common Core State Standards - Key

- RI Reading Informational Text - Grade 5
- W Writing - Grade 5
- RH Reading in Literacy for History/ Social Studies - Grade 8 HS
- WH Writing in Literacy for History/ Social Studies - Grade 8 HS
- SL Speaking and Listening - Grades 5, 8, & HS

Fifth-Grade Performance Indicators

- Develop and answer questions related to social studies, by locating and selecting information and presenting findings. (MLR A1; CCSS RI 5.9; W 5.7 - 9)
- Determine two or more main ideas of a social studies text and explain how they are supported by key details; summarize the text. (MLR A1 B-D; CCSS RI 5.2, 5.4, 5.10)
- Explain how an author uses evidence to support particular points in a text:
 - Identify the evidence by quoting accurately;
 - Explain what the text says explicitly; and
 - Explain inferences by citing from the text. (MLR A1, F, G; CCSS RI 5.1, 5.8)

Eighth-Grade Performance Indicators

- Research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources, using appropriate social studies tools and methods. (MLR A1 A-D, F-G, I-K; CCSS WH 8.7-9)
- Determine the central ideas or information and key steps in a process from a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. (MLR A1 e, h, I; CCSS RH 8.2-5, 8.9-10)
- Distinguish among fact, opinion and reasoned judgment in a text and cite specific textual evidence to support analysis. (MLR A1 B-C, F;

High School Performance Indicators

- Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills, and using relevant tools, technologies and sources from social studies fields to conduct the inquiry. (MLR A1 A-B, F-G, I-J, A2, A3; CCSS WH 7-9)
- Gather, synthesize and evaluate information from multiple sources representing a wide range of views; make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. (MLR A1 B-E, I-J; CCSS RH 1-3, RH 6-9)
- Evaluate various explanations and authors' differing points of view on the same event or



D. Analyze multiple accounts of the same event or topic in social studies, drawing on information from multiple print, non-print, and digital sources, noting important similarities and differences in the point of view they represent. (MLR A1 A, C-E; CCSS RI 5.5-7)

E. Develop and present informative/explanatory and opinion pieces on social studies topics both orally and in written form in which:

- The point of view is supported by logically ordered statements that include facts and relevant details; and
- The concluding statement or section is related to the information or opinion presented. (MLR A1, E, G; CCSS W 5.1-2; 5.4-6, 5.10, CCSS SL 5.4-6)

CCSS RH 8.1, 8.8)

D. Identify aspects of a text that reveal an author's point of view or purpose; integrate visual information with other information in print and digital texts. (MLR A1 C, F, J-K; CCSS RH 8.6-7)

E. Develop and present informative/explanatory pieces as well as arguments, on social studies topics both orally and in writing, in which claims are introduced and distinguished from alternate or opposing claims and main claims are supported with logical reasoning, relevant data, and evidence using credible sources and a concluding statement that follows from and supports the argument presented. (MLR A1 I-L; CCSS WH 8.1-2, 8.4-6, 8.10, CCSS SL 8.4-6)

issue, citing specific textual evidence from primary and secondary sources to support analysis. (MLR A1 C-F; CCSS RH 1, RH 3-6, RH 10)

D. Develop informative/ explanatory texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing. (MLR A1 C-F, I-J; CCSS WH 2, WH 4-6, WH 10)

E. Construct and present arguments both orally and in writing in which claims, counterclaims, reasons and evidence demonstrate their relevance to each other and the overall argument and the piece is organized anticipating the audience's knowledge level, concerns, values and possible biases. (MLR A1 E-J; CCSS WH 1, WH 4-6, WH 10, CCSS SL 4-6)

Social Studies Reporting Standard 2

CIVIC ENGAGEMENT:

Apply the attributes of a responsible and involved citizen to affect a real world issue based on a local need. (MLR, A2 + A3)

Fifth-Grade Performance Indicators

- A. Make and present a real or simulated decision related to the classroom, school, community, or civic organization by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)
- B. Provide examples of how people influence government and work for the common good. (MLR B2 C)
- C. Contribute equitably to collaborative discussions, examine alternative ideas, and work cooperatively to share ideas; individually

Eighth-Grade Performance Indicators

- A. Make and present a real or simulated decision related to the classroom, school, community, civic organization, Maine, or beyond by identifying needs and applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. (MLR A2 B, A3)
- B. Analyze how people influence government and work for the common good. (MLR B2 D)
- C. Develop and present decisions or plans, orally and in writing by:

High School Performance Indicators

- A. Make and present a real or simulated decision on an issue related to the classroom, school, community, civic organization, Maine, United States or international entity by applying appropriate and relevant social studies knowledge, research and ethical reasoning skills. (MLR A2 B, A3)
- B. Evaluate how people influence government and work for the common good. (MLR B2 E)
- C. Develop and present, orally and in writing, individual and collaborative decisions and plans by:

and collaboratively develop a decision or plan.
(MLR A2 A; CCSS SL 5.1, 5.3)

- contributing to collaborative discussions that examine alternative ideas;
- considering the pros and cons of these ideas; and
- thoughtfully recognizing the contributions of other group members. (MLR A2 A; CCSS SL 8.1, 8.3)

- considering multiple points of view;
- prioritizing the pros and cons of those ideas;
- building on ideas of others and sharing in an attempt to sway the opinions of others.
(MLR A2 A; CCSS SL 1, SL3)

Social Studies Reporting Standard 3

CIVICS AND GOVERNMENT:

Apply understanding of the ideals and purposes of founding documents, the principles and structures of the constitutional government in the United States, and the American political system to analyze interrelationships among civics, government and politics in the past and the present, in Maine, the United States and the world. (MLR, B)

Fifth-Grade Performance Indicators

- Explain and compare how groups of people make rules to define responsibilities that protect the freedoms of individuals and groups and support the common good. (MLR B1 A-B; B3 A)
- Explain the structures and processes of government, electing leaders and making laws as described in the United States Constitution and Bill of Rights. (MLR B1 C-E; B2 B)
- Identify the rights, duties, and responsibilities of citizens within the class, school, or community. (MLR B2a)
- Describe civic beliefs and activities in the daily life of diverse cultures, including Maine Native Americans and various other cultures in the United States and the world. (MLR B3 B)

Eighth-Grade Performance Indicators

- Analyze examples of democratic ideals and constitutional principles that include the rule of law, legitimate power, common good, and the rights, duties and responsibilities of citizens. (MLR B1 A-B; B2 A)
- Explain the concepts of federalism and checks and balances and the role these concepts play in the governments and law making of the United States and Maine as framed by the United States Constitution, the Maine Constitution and other primary sources. (MLR B1 C-E)
- Describe the protection of individual and minority rights as described in the United States Constitution and Bill of Rights and analyze examples of the protection of rights in court cases or from current events. (MLR B2 B-C)
- Using examples of historical or current issues, describe the governmental structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in

High School Performance Indicators

- Evaluate current issues by applying the democratic ideals in the founding documents and constitutional principles of the United States government, and explain how and why democratic institutions and interpretations of democratic ideals have changed over time. (MLR B1 A-C)
- Compare and evaluate various forms of government and political systems in the United States and the world, and describe their impact on societal issues, trends and events. (MLR B1 D-E; B3 A)
- Analyze the constitutional principles, and the roles of the citizen and the government, in major laws or cases, and compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. (MLR B2 B-D)
- Using examples of historical or current issues, analyze the political structures, power and perspectives of diverse cultures, including Maine Native Americans, various historical

Maine and the United States, and various cultures in the world. (MLR B3 A, B)

- E. Compare the structures and processes of the United States government with examples of other forms of government. (MLR B1 C, F)

and recent immigrant groups in Maine and the United States, and various cultures in the world. (MLR B3 A-B)

Social Studies Reporting Standard 4

ECONOMICS:

Understand and apply the concepts and processes from economics to understand issues of personal finance and issues of production, distribution and consumption in the community, Maine, the United States and the world. (MLR C)

Fifth-Grade Performance Indicators

- A. Explain that economics includes the study of scarcity, which leads to economic choices about what goods and services will be produced, how they will be distributed and for whom they will be produced. (MLR C1 A)
- B. Describe situations in which personal choices are related to the use of financial resources (e.g. needs vs. wants, spending, savings and investment) and financial institutions (e.g. banks, interest rates). (MLR C1 C)
- C. Explain how producers of goods and services help satisfy the wants and needs of consumers in a market economy, locally and nationally, by using natural, human, and capital resources. (MLR C1 B)
- D. Describe economic similarities and differences within the community, Maine, the United States, and various cultures in the world, including economic influences related to Maine Native Americans. (MLR C2 A, B)

Eighth-Grade Performance Indicators

- A. Explain how the concept of scarcity requires choices about what, how, for whom and in what quantity to produce, and how scarcity relates to market economy, entrepreneurship, supply and demand and personal finance. (MLR C1 A)
- B. Identify factors that contribute to personal spending and savings decisions including work, wages, income, expenses, and budgets as they relate to the study of personal financial choices. (MLR C1 C)
- C. Describe the functions and roles of key economic structures and processes including government, taxes, businesses, trade, and financial institutions. (MLR C1 B)
- D. Describe factors in economic development, and how states, regions, and nations, including Maine Native Americans, work together to promote economic unity and interdependence. (MLR C2 A-B)

High School Performance Indicators

- A. Explain and analyze the role of financial institutions, the stock market, and government including fiscal, monetary and trade policies in personal, business and national economies. (MLR C1 A-B, D-E)
- B. Evaluate the different strategies of money management, and the positive and negative impacts that credit can have on personal finances, using economic reasoning. (MLR C1 C)
- C. Explain and apply the concepts of specialization, economic interdependence, comparative advantage, and supply and demand as they relate to economic conditions or issues. (MLR C1 F-G)
- D. Compare different economic systems in a variety of regions and groups including Maine, Maine Native Americans, the United States and various regions of the world; explain the relationship between the region's economic system and its government, and the resulting costs and benefits. (MLR C2 A-C)

Social Studies Reporting Standard 5

GEOGRAPHY:

Analyze the physical, human and environmental geography of Maine, the United States and various regions of the world to evaluate the interdependent relationships and challenges facing human systems in the past, present and future. (MLR D)

Fifth-Grade Performance Indicators

- A. Identify and create visual representations of the Earth's major geographic features such as continents, oceans, major mountains, and rivers using a variety of geographic tools and representations. (MLR D1 A, B, C)
- B. Describe the human and physical factors that influence a current event or issue and predict the effect the event or issue will have on the community or region. (MLR D1 D)
- C. Describe and compare the physical and human characteristics as exemplified by different countries at different latitudes and differences between urban and rural locations in the United States. (MLR D2 A)
- D. Identify and describe the positive and negative ways humans modify the physical environment and how humans have used technology to do so. (MLR D2 A)
- E. Describe the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures in the United States and the world. (MLR D2 B)

Eighth-Grade Performance Indicators

- A. Identify the major regions of the Earth and their major physical features and political boundaries using a variety of geographic tools and analyze the value of using different geographic representations. (MLR D1 A-C)
- B. Using geographical concepts, skills and tools, describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future. (MLR D1 A-B, D)
- C. Analyze the ways physical and human processes define and change people's perceptions of places and regions. (MLR D2 A)
- D. Explain how the interaction between human and physical systems can have positive and negative consequences on the cultural characteristics and the physical resources of places. (MLR D2 A)
- E. Identify and explain how the forces of cooperation and conflict, as well as the movement and interactions of various people groups, including Native Americans in Maine, have influenced the division and control of the Earth's surface historically and in the present. (MLR D2 B)

High School Performance Indicators

- A. Analyze the spatial organization of people, places and environments on the Earth's surface using mental maps, geographic data and representations, geospatial technologies and spatial thinking. (MLR D1 B-C)
- B. Apply geographical concepts, skills, and tools to interpret the past, address the present and plan for the future. (MLR D1 A, D)
- C. Evaluate the impact of change and how culture and experience influence people's perceptions of the physical and human characteristics of places and regions. (MLR D1 d)
- D. Analyze the interaction between human actions and environmental systems, and evaluate the meaning, use, distribution and importance of resources in various regions of the world. (MLR D1 C, D2 A)
- E. Evaluate how the forces of cooperation and conflict among people, as well as the movement and interactions of various groups of people, including Native Americans in Maine, influence the division and control of the Earth's surface historically and in the present. (MLR D2 B)

Social Studies Reporting Standard 6

HISTORY:

Apply and demonstrate knowledge of major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world. (MLR E)

Fifth-Grade Performance Indicators

- A. Identify various historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes in the history of the community, Maine and the United States. (MLR E1 B)
- B. Explain that history includes the study of past human experience based on available evidence from a variety of sources. (MLR E1A)
- C. Trace and explain how the history of democratic principles is preserved in historic symbols, monuments and traditions important in the community, Maine, and the United States. (MLR E1 C)
- D. Explain why individuals and groups during the same historical period differed in their perspectives, comparing various cultural traditions and the contributions of Maine Native Americans and various people groups in the community, Maine and the United States. (MLR E2; CCSS RI 6)

Eighth-Grade Performance Indicators

- A. Describe major turning points and examples of continuity and change in the history of Maine Native Americans, various historical and recent immigrant groups in Maine, the United States, and other cultures in the world. (MLR E1 B; E2 C)
- B. Analyze interpretations of historical events that are based on different perspectives and evidence. (MLR E1 D)
- C. Trace and explain the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world. (MLR E1 C)
- D. Analyze the factors that influenced the perspectives of people in history and led them to interpret the same events differently. (MLR E1 D; E2 A-C; CCSS RH 6)

High School Performance Indicators

- A. Apply an understanding of the forces of continuity and change to analyze the evolution of historical eras, the persistence of enduring themes, and the significance of turning points and current issues in Maine, Maine Native American cultures, the nation and the world. (MLR E1 B, E2 B)
- B. Select and organize evidence from primary and secondary sources to support an historical interpretation or argument. (MLR E1 A)
- C. Trace and evaluate the development of democratic ideals, the persistence of enduring themes (e.g. power and authority; migration) and their impact on societal issues, trends and events. (MLR E1 C)
- D. Identify and critique diverse perspectives on societal issues, trends and events and articulate priorities different groups or people hold in their perspectives. (MLR E1 d, E2 a; CCSS RH 6)
- E. Apply an understanding of causality, connections and significance to develop credible explanations of historical events based on reasoned interpretation of evidence. (MLR E1 D)

Appendix B

Multiple Pathways

Pursuant to 20-A MRS §4722-A (2), students must be allowed to gain proficiency through multiple pathways. Multiple pathways are intentionally designed to best meet the educational needs of students and ensure equitable access to the opportunity to learn and demonstrate proficiency in the standards of the system of learning results. The scope of the multiple pathways offered may take a variety of forms such as particular course or sequence of courses, a specific instructional framework, an educational program or a hybrid created from several educational programs, an intricate collaboration with school and community partners, etc. Often the examples provided in 20-A MRS§4703, as well as other work-based learning opportunities or educational frameworks for learning, serve as a springboard for the creation of multiple pathways within a school.

Adult education. “Adult education” means education programs primarily operated for individuals beyond the compulsory school ages and administered by school administrative units. In some extenuating circumstances, a secondary student may take one or two adult education courses to support their learning and progress toward proficiency and the awarding of a proficiency-based diploma.

Advanced placement. “Advanced placement” means a program created by the College Board which offers college-level curricular and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores in the examinations.

Alternative education program. “Alternative education program” means a program in which the primary purpose is to provide at-risk students with curricular and assessment in a setting designed to effectively meet the students’ academic, social, and relational needs.

Apprenticeship/internship. “Apprenticeship/internship” typically means a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. An internship may be paid or unpaid. If unpaid, an internship program must be for the benefit of the intern, and an employer may not derive immediate advantage from the intern’s activities. In unpaid internships, the intern understands that s/he is not entitled to wages for the time spent in the internship.

Career academies. “Career academies” means schools within schools that link students with peers, teachers, and community partners in a structured environment that fosters academic success. The career academy concept usually has three key elements: small learning community; a sequential curriculum with a career theme and a goal for post-secondary readiness; and an advisory board that forges partnerships with employers, higher education

institutions, and the community.

Career and technical education. “Career and technical education (CTE) means a course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner pursuant to 20-A MRS Chapter 313. A school administrative unit shall make CTE available to persons residing in the SAU who are eligible to receive free public secondary education.

Gifted and talented program (G.T.) “Gifted and talented program means differentiated education programs that are aligned with the system of learning results pursuant to MRS 20-A §6209 and go beyond the regular school program in order to provide students with the opportunity to realize their educational potential and contributions to themselves and society. Some schools find they can hold the integrity of the G.T program and seamlessly integrate it within the learning opportunities that encourage students to go beyond the proficiency expectations in a student-centered, personalized learning school culture.

Online courses. “Online course” means a directed learning experience facilitated by a qualified instructor and comprised of educational information (web links, videos, images, articles, etc.), communication messaging (video conferencing, messaging, discussion forums, etc.) and methods to measure student achievement. An online course is delivered as a series of lessons to a web browser or mobile device and is accessed in a synchronous or asynchronous manner. Online course design requirements include alignment to Maine’s system of learning results as well as interaction, direction, and feedback

Registered Apprenticeships. “Apprenticeship” for the Department of Labor means “Registered Apprenticeship” (RA). RA is a nationally-recognized, occupational training program provided by industry employers. Registered apprentices learn specific occupational skills on-the-job, supplemented by formal training throughout their program. Registered apprentices earn wages and industry-recognized credentials while pursuing a definitive career path.

Appendix C

Marine Studies Pathway

Philosophy

The Marine Studies Pathway at Deer Isle-Stonington High School is a new kind of learning experience designed to engage and inspire today’s students, while equipping them with the practical skills they will need to succeed in every area of adult life. Students in the Marine Studies Pathway program will learn in the community, on the shore, and on the water, working alongside teachers, scientists, fishermen, and local marine professionals. They will acquire the knowledge, skills, and work ethic they will need to succeed in college and in challenging modern careers.

By investigating the complex issues facing our coastal communities and ecosystems, students will gain a relevant, real-world understanding of our local natural habitats, economics, government, and history, while applying math skills to community problems, learning sophisticated new technologies, and writing extensively about what they are learning. Instead of learning only in the classroom, the Marine Studies Pathway blends rigorous academic study with the kinds of real-life experiences that make learning stick. Learning technology will allow teachers to personalize learning for students and honor “anytime, anywhere” learning.

Graduates of the Marine Studies Pathway will earn the same diploma as other Deer Isle-Stonington High School students and they will achieve the same state and national learning standards as other students—which means they will leave our high school prepared to succeed in college and whatever careers they may choose. The new Marine Studies Pathway at Deer Isle-Stonington High School will prepare the next generation of fishermen, entrepreneurs, scientists, marine professionals, and citizens who will help our coastal Maine communities adapt to ecological, economic, and political changes, while creating a more sustainable and prosperous future for everyone.

Courses

Pathways 101

Credit/Units: 1/2

Open to: 9-12

Prerequisite: None

Eastern Maine Skippers Program

Credit/Units: 1

Open to: 9-12

Prerequisite: none; concurrent enrollment in Marine Studies Pathway recommended

Marine Studies Pathway Algebra [pre-Algebra, Algebra I, or Algebra I A/B]

Credit/Units: 1 (math; specific credit will depend on enrollment in specific Algebra class)

Open to: 9-12

Prerequisite: Pathways 101 (Students may enroll in this course if they are enrolled in Pathways 101 concurrently); [NWEA math cut off scores](#) apply.

Marine Studies Pathway Biology

Credit/Units: 1 (life science)

Open to: 9-12

(Students may enroll in this course if they are enrolled in Pathways 101 concurrently).

Navigation

Credit/Units: 2 (2 marine trades)

Open to: 10-12

Prerequisite: Pathways 101 (Students may enroll in this course if they are enrolled in Pathways 101 concurrently)

Prerequisite: Pathways 101 (Students may enroll in this course if they are enrolled in Pathways 101 concurrently)

Marine Studies Pathway Civics

Credit/Units: 2 (1 social studies, 1 ELA)

Open to: 11-12

Prerequisites: Pathways 101 (Students may enroll in this course if they are enrolled in Pathways 101 concurrently)

Maritime Literature

Credit/Units: 1 (1 9/10 ELA)

Open to: 9-10

Prerequisites: Pathways 101 (Students may enroll in this course if they are enrolled in Pathways 101 concurrently); [Bridge Literacy Lab](#) cut off scores apply.

Standards Alignment

Course/Standard	ELA: 1	ELA: 2	ELA: 3	ELA: 4	ELA: 5	ELA: 6	SS: 1	SS: 2	SS: 3	SS: 4	SS: 5
Pathways 101	b				c						
Eastern Maine Skippers Program*											
Navigation*											
Marine Studies Pathway Algebra											
Marine Studies Pathway Biology											
Marine Studies Pathway Civics	a, b, c, d	a, b, c, d	a, b, c, d	a, b, c	a, b, c, d, e	a, b, c, d	a	a, b, c, d	a, b, c, d		b, d

Maritime Literature	a, b, c, d	a, b, c, d	a, b, c, d	a, b, c	a, b, c, d, e	a, b, c, d			
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Course/Standard	Math: 1	Math: 2	Math: 3	Math: 4	Math: 5	Science: 1	Science: 2	Science: 3	Science: 4	Science: 5
Pathways 101										
Eastern Maine Skippers Program*										
Navigation*										
Marine Studies Pathway Algebra	a, b	a, b, c, d, e	a, b, c		a, b					
Marine Studies Pathway Biology								a, b, c, d, e, f, g, h, i	a, b, c, d, e	a, b, c, d, e, f, g
Marine Studies Pathway Civics										
Maritime Literature										

* Eastern Maine Skippers Program and Navigation meet marine industry standards which vary dependent on the class project and the student's personal learning plan.